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ABSTRACT

This handbook contains lessons designed to help fourth grade teachers teach about local government. Although specifically designed to be used with the revised New York state K-6 social studies program, the handbook can be used by teachers in other states. A basic understanding to be developed by the students is the recognition that all groups must govern themselves in order to survive. The handbook has two major sections. Section one contains a general introduction, a teacher's guide, and a description of local government in New York state. Section two contains student handouts. The student section is divided into three independent units: power/leadership; problem finder/problem solver; and cost/benefit. At the end of the third unit there is a four-page take home information packet. In the power/leadership unit, students analyze a series of cartoons and observe, describe, and evaluate the role of leaders and laws in their lives. A short story about law and order shows students the power of law. Students also role-play the occupants of a spacecraft that crash lands on a habitable planet and must organize their own community and government from scratch. In the problem finders/problem solvers unit, a short story about local government raises the students' awareness of the role local government plays in their lives. Students also role play a situation involving bike safety in a suburban community. In the cost/benefit unit, students study a pictorial representation of the many services a city government provides. Students also analyze a map that exposes them to the concept of property zoning, participate in a play about city problems, and do a problem-solving exercise on taxes. (RM)

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A Look At
OUR TOWN
Village, City, County Government

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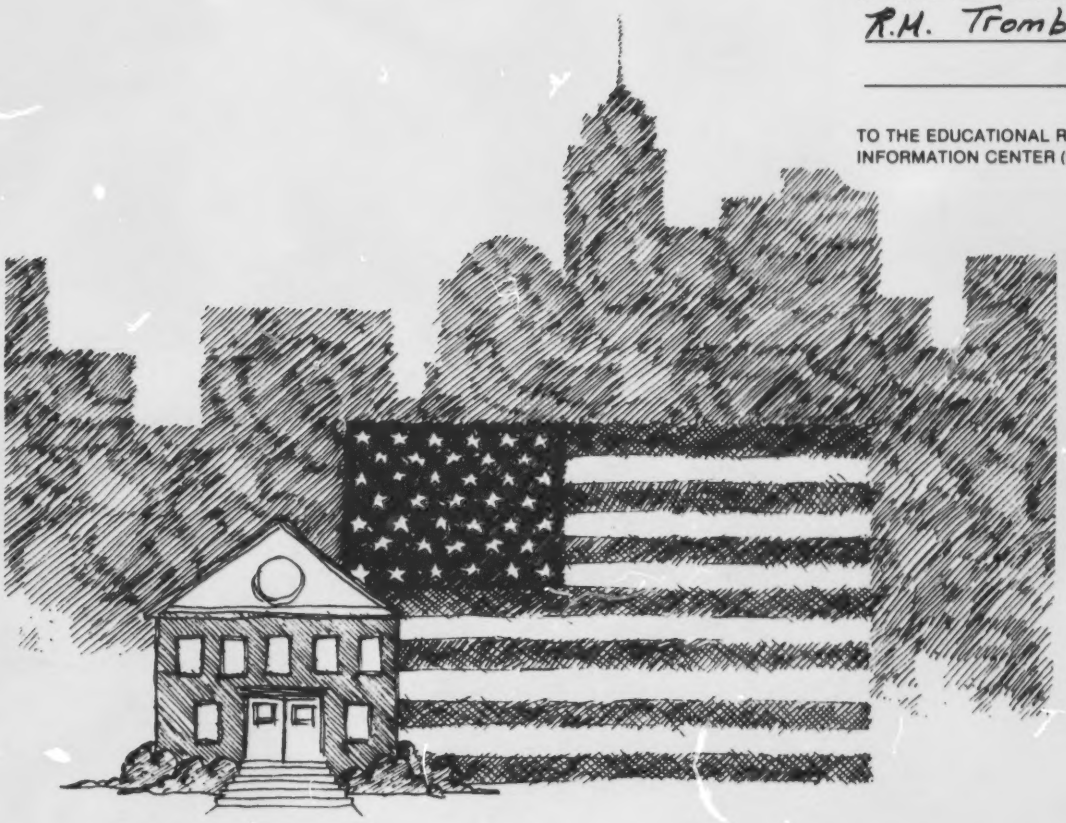

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FOREWORD

A Look At Our Town, Village, City, County Government has been designed to help teachers of the fourth grade to prepare their students for responsible citizenship. The handbook was developed by the New York State League of Women Voters, the New York State Education Department, and the Department of State to be used with the revised State social studies program K-6. The handbook provides teachers with a clear definition of the concepts related to local government, an organized method of approach, and an appendix of information about local government in New York State. It also contains suggestions for further lessons which teachers can adapt to the needs of the class.

The Foundation for Citizen Education, through a grant from the Hearst Foundation, funded the development of the handbook by the League of Women Voters. Funding for the first printing was provided by the Department of State. The handbook was designed and developed under the direction of Elizabeth B. Hubbard, president, the League of Women Voters of New York State and Donald H. Bragaw, chief, Bureau of Social Studies Education, New York State Education Department. Emily C. Neville and Marianna Pluchino Stout wrote the manuscript. Judith S. Wooster, associate, Bureau of Social Studies Education, served as project coordinator. The manuscript was reviewed by members of the Bureau of Social Studies Education. George Gregory, associate, and Dorothy M. Foley, chief, Bureau of General Education Curriculum Development, reviewed the manuscript and prepared it for publication.

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Introduction

A basic understanding to be developed by the students is the recognition that all groups must govern themselves in order to survive. Each person is a member of various groups and functions differently in each group. Students should understand that a responsible member of any group (the family, the class, the scouts, the community, etc.) has certain rights, responsibilities, and duties. In order to exercise these rights and fulfill these responsibilities and duties, the students must develop political knowledge and skills. The League of Women Voters is one important resource for political information. Many local Leagues publish "Know Your County" and/or "Know Your Town" booklets which provide data on these governments.

A basic value system, or development of positive attitudes toward the democratic process, is also an objective of this material. Understanding that personal involvement in government helps make a system responsive may induce students to exercise their democratic rights and responsibilities when they reach voting age and throughout their lives.

It is difficult for fourth grade students to develop political knowledge because government seems remote to them. To overcome this problem, this handbook emphasizes local-level government because it is the most observable and meaningful to the daily lives of young students, and students can pursue actual hands-on class projects in local government. Students will learn to ask questions of public officials in their own town and will find out how their local government is organized. They will work in committees which report to the class. Through these activities, they will come to understand how people work together to build a society and develop a government.

The political skills which students will develop in classes using this handbook are the Basic Citizenship Competency Skills described in a publication prepared with support from the National Institute of Education.[1] While developing these specific skills, students will learn to be problem finders and problem solvers and to advocate and achieve needed change.

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[1]Richard C. Remy. Handbook of Basic Citizenship Competencies. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1979.

Knowledge Content

Local government exists to meet shared needs. Government accomplishes this goal by providing services and by regulating. Government provides services that are necessary for people's well-being but are too costly or are difficult for people to provide for themselves.

A justice system and jails were the first services provided by colonial government and paid for by the collection of taxes. Later, communities needed fire protection and other services as they grew. The other function of local government is regulatory. Controlling the quality of milk and other foods by means of inspection and fines was one of the first regulatory functions of local government. Today, government regulations affect diverse areas.

The material in this handbook will help students to understand how and why governments vary from one location to another and from one level to another. Students will also discover that occasionally different levels of government overlap in providing certain services, and at times, government groups from different locations cooperate to provide needed services.

Designations such as "town," "village," or "city" have no relationship to the size of geographic areas or of populations. Counties and towns were created by the State to carry out government responsibilities, such as law enforcement, more efficiently and conveniently. All the land in the State has been divided into counties. All the counties have been divided into towns. We call counties and towns "involuntary subdivisions" because the people living there did not make the decision to create them. Cities and villages, on the other hand, are formed at the request of their inhabitants. Some big villages have more people than small cities.

The Appendix of Local Government in New York State included in this publication provides the teacher with basic information about local governmental structures. In order to be applicable to each local community, the Appendix provides suggestions on how teachers can find out which government structures and officials exist in their own community. The questions in the Appendix will guide teachers and students as they research their own local communities.

In those areas of the State where there is a League of Women Voters office, much of this data is available through the League. Other sources are the offices of the Clerk to the County Legislative Body, Town, Village, or City Clerk, and the Department of State. Local history, literature, and maps would be useful when using this handbook.

Basic Citizenship Competencies Goals

The following is a description of the seven basic skills identified as Citizenship Competencies as they relate to local government and citizens.

1. Acquiring and Using Information - Students must learn: to use newspapers, books, TV, government agencies, community groups, and other sources to acquire information about their local government; evaluating the validity and quality of the information; and to organize and use the information.

2. Assessing Involvement - The student must develop the ability to identify the implications or consequences of the actions of government officials and of citizens and to identify personal rights and a citizen's obligations to the town, village, city, and county governments.

3. Making Decisions - The student must learn to collect information about local government, imagine alternatives for action, look ahead at the consequences of actions, and identify values.

4. Making Judgments - The student must learn to identify or establish criteria and apply those criteria to known facts about local government issues. The student must learn that criteria should be reassessed periodically and that other people may apply different criteria when evaluating political decisions.

5. Communicating - The student must learn techniques for questioning public officials and strategies for organizing information to support a position. The student must learn to present ideas clearly in writing or orally to individuals, to the public via the news media, to public officials, and at public meetings.

6. Cooperating with Others - The student must learn to participate in group discussions. Sometimes the student must organize and lead discussions and sometimes assume the role of follower. The student must learn to listen to the views of others, tolerate uncertainties, interact with others using democratic principles, and work with others of different races, genders, cultures, ethnic groups, ages, and ideologies.

7. Promoting Interests - The student must develop the ability to recognize personal interests in governmental issues, work through organized groups to support personal interests, use legal remedies to protect personal rights and interests, and identify and use the established grievance procedures within a bureaucracy or organization.

These seven basic citizenship competency skills are process goals of citizenship education and will be referred to frequently throughout this handbook.

Format

The handbook has two major sections. The first section is for the teacher only (page numbers include the letter T). The second section is for both the student and teacher (page numbers include the letter S). Each fourth grade teacher will receive one complete copy. To use the material, duplicate Section Two for each fourth grade student.

Section One contains a general Introduction, a Teacher's Guide to each part of the student material, and an Appendix of Local Government in New York State. The teacher should read or glance through Section Two, the student material, before studying each part of the Teacher's Guide. It may also be helpful, after the student material has been duplicated, for the teacher to rearrange the teacher's copy so that the Teacher's Guide for each part of the student material is placed before the corresponding student section. A looseleaf notebook may be helpful.

The student section is divided into three independent units: Power/Leadership, Problem Finder/Problem Solver, and Cost/Benefit. The test provided at the end of each booklet should be given before and after using the material (see Pretest and Posttest). At the end of the third booklet, there is also a four-page "Take Home Information Packet" which may be used as a culminating activity. It may also be of interest to parents. The following is a synopsis of the information in the student section:

1. Power/Leadership

   - "How Do Leaders Happen?" is a series of cartoons provoking the student to observe, describe, and evaluate the role of leaders and laws in their lives.

   - "A Very Short Story" (about law and order) shows students the power of law, as distinguished from mere physical power.

   - "Starville" is a play about a spacecraft that crash lands on a habitable star. The students role-play the occupants of the spacecraft as they deal with the need to organize their community, build their society, and develop their government, starting from scratch.

2. Problem Finders/Problem Solvers

   - "A Very Short Story" (about local government) raises the students' awareness of the role local government plays in their lives.

   - "Bikers In Jeopardy" presents an opportunity for the students to role-play a situation involving bike safety in a suburban community. It provides the setting to develop the concept of citizen participation through the effective use of the basic citizen competency skills of problem finding/ problem solving and self-advocacy.

3. Cost/Benefit

- "Hub City" is a pictorial representation of the many services a city government provides.
- "Hub City Zoning" is a map that exposes students to the concept of property zoning and directs them to look at their own community.
- "The Eagles Start Flying" is a play about city children and a problem they are having with their local playground.
- "Problem Solving Costs Money" develops an understanding of how taxes are collected and what services they provide.

Power/Leadership - Teacher Guide

FOCUS: Government evolves and leaders assume power in order for a group of people to live together and survive.

OBJECTIVES: The student will be able to:

CONTENT:

1. Identify reasons why leaders emerge.
2. Identify the ways leaders assume power.
3. Identify the ways a group governs itself in order to survive.

CITIZENSHIP:

1. Identify ways of collecting information when in a new or different situation such as Starville.
2. Identify issues that need attention (such as those related to group protection, food gathering, organization, private property) and assess student involvement.
3. Develop criteria for making decisions related to the problems the children in Starville must handle.
4. Apply criteria for decisions that must be made in Starville.
5. Identify effective ways to communicate within the group and with the group leaders of Starville.
6. Identify ways of cooperating with others in a group and with leaders to achieve goals.
7. Identify ways of working effectively with other groups to protect one's interests and values.

VOCABULARY: disembark, shelter, monitor, weird, emergency, nominate, elected, appointed

MATERIALS: One copy for each student of:

1. "How Do Leaders Happen?"
2. "A Very Short Story"
3. "Starville"
4. Pre/Posttests I and II

PROCEDURE:

1. Administer Pretests I and II (Power Leadership page 16-S).
2. Read and discuss cartoon "How Do Leaders Happen?" Use the following questions to guide the students in understanding the meaning of the cartoons:

   a. Can you name the things or elements you see in each cartoon?
   b. What action is taking place in each cartoon?
   c. Why is the action taking place?
   d. Describe a situation that is based on the same idea presented in each cartoon.
   e. In what way does the meaning of the cartoon affect you?

3. Read "A Very Short Story." Discuss the meaning of law and order.
4. Discuss vocabulary for the play "Starville."
5. Role-play the story "Starville."
6. Discuss "Think About It" sections.
7. Assign "Do It" sections when appropriate.
8. Administer Posttests I and II to evaluate achievement (Power/Leadership page 17-S).
9. Use one of the Supplemental Activities suggested or develop a related activity of particular interest to the class to provide an opportunity for further use and understanding of the objectives stated in this lesson.

SUPPLEMENTAL ACTIVITIES:

1. School Situation -

   a. Elect a leader for a particular group project (such as a hobby club, class sporting event, etc.).
   b. Define the leader's job and establish criteria for effective leadership.
   c. Evaluate candidates.
   d. Choose a leader (by consensus, by majority vote, or by a committee).

2. Community Situation -

   a. Define the job of a local leader (mayor, councilman, town supervisor, etc.).
   b. Identify the person in the job.
   c. Describe the method of choosing the leader.
   d. Develop criteria for effective leadership in the job.
   e. Evaluate the leader.

3. Field Trip -

   a. Plan a trip to meet the mayor, city manager, town supervisor, or other community leader.
   b. Develop an understanding of how the job is obtained, how it is performed, how it is supported and evaluated.
   c. Include career education goals, such as developing an awareness of the skills and abilities needed for the job; working conditions of the job; actual work performed; lifestyle provided by the job; other possible jobs that would require similar interests and abilities. Avoid sex-stereotyping.

PRE/POSTTEST - Answer Key

STUDENT BOOKLET 1 (p. 16S, 17S)

I. 1 T

2. F

3. T

4. T

5. F

6. T

7. F

8. T

9. T

10. F

11. T

12. T

II. Answers will vary.

1. Leaders inspire action and keep it orderly.

2. People have different talents and excel in different areas. People enjoy both leading and following.

3. Local legislative bodies pass laws. Our leaders must also obey the law.

Problem Finder/Problem Solver - Teacher Guide

FOCUS: Local governments and members of the community work together to provide for a safe community.

OBJECTIVES: The students will be able to:

CONTENT:

1. Identify the ways local governments organize to provide services people cannot provide individually, such as traffic control.

2. Identify the town government structures which have developed to serve needed functions.

   a. Town governments have elected town boards and a town supervisor who is a member of the town board.
   b. Town governments have elected or appointed officials to supervise the highways.
   c. Town governments may keep a police force.

3. Identify their own local government structures which serve these needed functions.

4. Identify the responsibilities of citizens to participate in meeting current problems.

CITIZENSHIP:

1. Acquire and use information employing a variety of resources, such as the local newspaper, phone book, interviews.

2. Assess other students' involvement and their own responsibilities and interests related to a community issue.

3. Make decisions after developing alternative solutions to the problem.

4. Make judgments or evaluate each solution based on the information collected. Students will observe that others may apply different criteria.

5. Communicate by interviewing public officials and members of various groups and presenting their information to the class in oral reports.

6. Cooperate with others while conducting productive class discussions related to a local government issue.

7. Promote interest and gain public and official support for a position by using a variety of methods.

VOCABULARY: jeopardy, intersection, consensus, alternative, investigate, volunteer, department, supervisor, board, council, conduct, survey.

MATERIALS: local newspapers to cut up
local phone books
one copy for each student of:

1. "A Very Short Story"
2. "Bikers In Jeopardy"
3. Pre/Posttest III and IV
4. "Take Home Information Packet"

PROCEDURES:

1. Administer Pretest III and IV.
(Problem Finder/Problem Solver page 12-S)

2. Read and discuss "A Very Short Story."

3. Review vocabulary for play "Bikers In Jeopardy."

4. Role play the story "Bikers In Jeopardy."

5. Discuss "Think About It" sections.

6. Assign "Do It" sections when appropriate.

7. Additional "Do It" suggestions:

   a. Discuss services provided by community and categorize.

Services children could use	Services parents could use	Services pets could use

b. Discuss the services provided by the community and develop a chart:

Service provided by local government	Protection provided by local government

c. Bulletin board "Rules for a Good Discussion"
List and illustrate the following rules:
- many people take part
- people listen to each other
- one person talks at a time
- people ask questions
- people help each other take part
- people stick to the topic
- people disagree politely

d. Game "Charades"
Pass out cards (teacher must make) each containing the name of a job of a community member. Have the other students guess the jobs as they are acted out (police officer, fire fighter, teacher, ambulance attendant, highway worker, librarian, etc.).

e. Collage "Community Services"
Have the students make a word collage about the services the community provides. Cut up newspapers, magazines, etc., for words.

f. Mural "Our Community"
Have the class work together to create a large mural depicting their community, including local government services such as workers plowing snow, collecting garbage, staffing libraries, etc., and local government buildings such as town (city, village) hall, park, and water treatment plant.

g. Career education goals may be integrated whenever possible. Students will develop an awareness of: the work performed on various jobs, the preparation needed for the job, the lifestyle created by the job (work at night, inside, etc.), jobs that have related activities, and require similar skills and interests. Have the students think about their own interests and abilities when discussing the career potential of a particular job.

h. County Map (use local map, if possible). Show the town, village, and city boundaries within the county. Draw roads (and color code) showing how responsibility is divided among the different levels of government. Have students make a "key" explaining the symbols (including the different shaped road signs for the different types of roads - state, county, town, village).

Road Sign Shapes

County and Local

State

U. S. Federal

U. S. Interstate

i. Sample Decision-Making Grid

\+ = positive
\- = negative

Alternatives	Criteria					
	Safest	Long Lasting	No Cost	Low Cost	High Cost	Other
Bike Safety Course	-	+	+			
Bike Lane	+	+	-		+	
Stop Light	+	+	-		+	
No Action	-	-	+			
Other						

Using a format such as the sample above, students can brainstorm alternatives, list evaluation criteria, then evaluate the alternatives. This decision-making grid can be applied to any decision-making situation.

8. Administer Posttest III and IV to evaluate achievement. (Problem Finder/Problem Solver page 13-S)

9. Use one of the Supplemental Activities suggested or develop a related activity of particular interest to the class to provide an opportunity for further practice and enriched understanding of the objectives stated in this lesson.

SUPPLEMENTAL ACTIVITIES:

The following situations have occurred in many communities. They may aid the class in finding a problem directly related to their interests and their community's needs. Work on a class project will reinforce the objectives stated above.

1. School Issues -

   a. School vandalism - interview principal and custodian to find out when vandalism occurs. Proceed using the skills illustrated in the story.
   b. Bullying - for example, older children extort (or steal) lunch money from younger children.
   c. Care of lavatory.
   d. Cafeteria - menu and prices.
   e. After-school use of the playground.

2. Community Issues -

   a. Bottle deposit law (proposed).
   b. Park vandalism.
   c. Need for sidewalks.
   d. Polluted pond - local swimming hole polluted by local industry.
   e. After-school activities for children.
   f. Dog leash law.

3. Field Trip -

   a. Plan a class trip to observe your local government legislative body (city council, town board, village board) in action.
   b. Develop an understanding of the work performed by the group, the method of electing the members, the method of supporting the members, etc.
   c. Develop an understanding of the way individual citizens and groups of citizens can interact with the legislative body to address community issues. Ask representatives of local groups (League of Women Voters, Chamber of Commerce, church groups) how they relate to local government.

PRE/POSTTEST - Answer Key

STUDENT BOOKLET 2 (p. 12S, 13S)

III. *1. legislator/supervisor

2. taxes

3. town justice/judge

4. volunteer

*5. mayor/manager

6. vote

7. court

8. phone book

9. petition

10. leader

11. laws

IV. 1. c.

2. a

3. e

4. b

5. d

* Note to teacher:
Find out which choice applies in your local area.

Cost/Benefit - Teacher Guide

FOCUS: Local government provides services (benefits) which are funded by taxes (costs) imposed on the citizens.

OBJECTIVES: The student will be able to:

CONTENT:

1. Identify the services provided by Hub City.
2. Develop an understanding of scarcity which means conflict between unlimited needs and wants and limited natural and human resources in Hub City.
3. Develop an awareness of interdependence in a community. (The residents of Hub City must rely upon each other in a mutually beneficial interaction and exchange. The collection and expenditure of taxes is one example.)
4. Recognize the existence of and need for change in Hub City. (Neighborhoods change constantly and new needs must be recognized and met. Zoning of property can control the direction of change.)

CITIZENSHIP:

1. Acquire and use information from libraries, catalogues, resource people, hearings, meetings or media.
2. Assess the interests of different citizen blocs: young and old, affluent and disadvantaged, men and women, ethnic and national blocs.
3. Make decisions which solve problems that affect an interest bloc.
4. Make judgments when evaluating the criteria for each decision, keeping in mind the fact that others may apply different criteria.
5. Communicate with the members of different interest blocs and within each bloc.
6. Promote interest by learning to write or speak to local government officials, media, and other community leaders.

VOCABULARY: assessor, auxiliary, citizen, council, facility, federal, priority, pollution, recreation, resident, sanitation, zoning.

MATERIAL: One copy for each student of:

1. "Hub City"
2. "Hub City Zoning Map"
3. "The Eagles Start Flying"
4. "Problem Solving Costs Money"
5. Pre/Posttest V and VI
6. "Take-Home Information Packet"

PROCEDURES:

1. Administer Pretest V and VI. (Cost/Benefit page 11-S)

2. Introduce vocabulary. Vocabulary words can be used for dictionary drill.

3. Study the puzzle picture "Hub City." The following steps are a systematic approach to studying visuals, such as pictures or cartoons. These steps are explained more fully in the MANUAL OF EXERCISES FOR DEVELOPING SOCIAL STUDIES SKILLS. This handbook is available from the Bureau of General Education Curriculum Development, The State Education Department, Albany, N.Y. 12234.

   a. Identification - The student attempts to recognize various elements in the visual.
   b. Relationship - The student observes the ways the elements of the visual are associated.
   c. Analysis - Based on the identification of the elements and their relationship, the student should be able to create a statement of the idea presented in the visual.
   d. Application - The student is asked to transfer the idea or concept arrived at in the previous steps to a new or different setting.
   e. Personalization - After engaging in the rational thinking process of the first four steps, the student should be able to make a value statement based on the data presented in the visuals.

4. Field Trip - On foot or by bus, tour a specific neighborhood slowly. Have the students take notes on the problems they see, e.g. broken equipment, lack of equipment, closed facilities, unsanitary conditions, vacant houses, vacant stores.

5. Study the "Hub City Zoning Map." If possible, make a map of your community outlining the different zones.

6. Read and discuss the play "The Eagles Start Flying." Identify the interest groups in your class - age, sex, ethnic and national groups, homeowners and apartment dwellers, car owners, bicycle and pet owners, big families and small. Discuss the differences in attitudes among the various interest groups in your own class. Discuss how these differences might affect a decision.

7. Role Play - Pick a situation of interest to the class and role play the way different interest groups would react and deal with the problem.

8. Read and discuss "Problem Solving Costs Money." Discuss the cost and benefit of some of the problems found in the "Hub City" picture, or of some particular problem of interest to your class. Discuss whether or not all the problems require money for a solution. Estimate how much money might be needed and how many people might benefit from each possible solution.

9. Study the chart "Taxes and Services Supplied by Government."

10. Administer the Posttest. (Cost/Benefit page 12-S)

SUPPLEMENTAL ACTIVITIES:

1. Select a local problem, similar to one shown in "Hub City," that interests the class. Follow the procedure outlined in the Problem Finder/Problem Solver section of this handbook and attempt to correct the problem for your community.

2. Discuss why governments do or do not pay for churches. (The Constitution of the United States says that government and church shall be separate.) Follow the rules of a good discussion outlined in the Problem Finder/Problem Solver Teacher's Guide page 11-T.

3. Take a walking tour near your school and make a list of everything you observe that is provided by local government. Discuss the cost/benefit factor related to each. (How much does it cost? How many people benefit from it? How necessary it is to those people? What would happen if it were not provided?)

PRE/POSTTEST - Answer Key

STUDENT BOOKLET 3 (p. 11-S, 12-S)

V.
1. Yes
2. Yes (school tax)
3. No
4. Yes
5. No
6. Yes
7. No.
8. No (fee, not tax)
9. Yes
10. No
11. No

VI.
1. No
2. No
3. Yes
4. Yes
5. Yes
6. No
7. Yes
8. No
9. Yes
10. No
11. Yes
12. No

Appendix of Local Government in New York State

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NOTE: Not all local governmental units include all the officials listed nor do they provide all the services listed in this appendix. Also, some units have additional officials and services not included in this appendix.

County Government in New York State

County Government

- 62 counties in NYS (New York City comprises 5 of these counties)
- Since 1965, counties have been required to achieve "one person-one vote" representation in county legislatures.
- Counties may adopt charters to reorganize county government and provide an elected county executive or an appointed manager.
- Counties may establish the position of county administrator, or administrative assistant to the legislature (about 14 counties do this).
- 18 counties have charters
  14 counties elect executives
  2 counties appoint managers
  2 counties appoint administrators

County Officials (see note page 19-T)

- County Legislature - elected
  or
- Board of Supervisors - elected (consisting of Town and City Supervisors)
- Chairman - chosen by members of the Board of Supervisors or County Legislature
- County Executive - elected
  or
- County Manager - appointed
  or
- County Administrator - appointed
- Clerk of Legislature - appointed
- County Attorney - appointed
- Comptroller - appointed or elected
- County Clerk - elected
- County Treasurer - elected or appointed
- Director of Finance - appointed

- Director of Real Property Tax Services - appointed
- District Attorney - elected
- Sheriff - elected
- Coroner - elected
  or
- Medical Examiner - appointed
- County Judge(s) - elected)
- Surrogate Judge - elected) County/Surrogate/Family Court Judge - may be combined positions.
- Family Court Judge(s) - elected)
- County Highway Superintendent - appointed
- Election Commissioners - appointed, one from each of two major political parties.
- Civil Service Commissioner or Personnel Officer - appointed
- Veterans Services Officer - appointed
- Social Services Commissioner - appointed
- Civil Defense Director - appointed
- Probation Director or Officer - appointed
- Historian - appointed

County Services (see note page 19-T)

- Airport
- Building, housing and fire code enforcement
- Community college
- Courts
- Election supervision and voter registration
- Garbage and waste disposal
- Health and mental health
- Jails
- Library
- Licensing
- Parks & recreation
- Planning
- Police protection
- Public hospital
- Public housing
- Services for elderly
- Sewer system
- Social services
- Streets and highways
- Transportation system
- Water system

Sample Questions - County Government:

1. Does your county have a charter? If so, when was it adopted?

2. Does your county have legislators or supervisors? Are they elected from towns, single-member districts or multi-member districts? (Ask the County Board of Elections or the League of Women Voters or your central library.)

3. Does your county have an elected county executive, an appointed manager or an administrator?

4. Where does your county legislature meet and when? (Call the Clerk of the Legislature. See telephone listing under "county.")

5. What is the population of your county? (This information is available from the 1980 Census of Population & Housing found in local libraries or ask the County Clerk's office.)

6. How many cities are there within the county?

7. How many villages?

8. How many towns?

9. How many school districts?

10. Do any towns/cities have more than one school district? Do any school districts cover more than one town or a city and town?

11. Is your county involved in any regional planning boards or agencies? If so, for what purposes?

12. Which of the services listed does your county provide?

13. Where is your County Seat? County Courthouse? Board of Elections? Motor Vehicle Bureau?

Town Government in New York State

Town Government

- 932 towns in NYS
- Town Board is governing body made of 2-6 councilpersons (usually 4) plus the Town Supervisor
- Town Board members may be elected at-large or may be elected from districts.

Town Officials (see note page 19-T)

- Town Supervisor - elected
- Town Board members - elected at-large (there are a few exceptions of towns which elect Board members from districts)
- Town Clerk - elected or appointed
- Town Attorney - appointed
- Town Justice - elected
- Superintendent of Highways - elected or appointed (usually elected)
- Tax Collecting Officer - elected or appointed
- Assessor - elected or appointed
- Recreation Director - appointed
- Public Works Director - appointed
- Historian - appointed

Town Services (see note page 19-T)

- Ambulance service
- Animal control
- Building, housing, and fire code enforcement
- Courts
- Election supervision
- Fire protection
- Garbage and waste disposal
- Library
- Licensing
- Parks and recreation
- Planning and zoning
- Police protection
- Public housing
- Services for elderly
- Sewer system
- Streets and highways
- Water system

Sample Questions - Town Government:

1. What is the population of your town?

2. Does your town government have an elected Town Supervisor?

3. Does your town government have any administrative departments such as the Department of the Budget?

4. How many Town Board members does your town have?

5. Are Town Board members elected at-large or from districts?

6. When does the Town Council meet and where?

7. Which health services does your town provide that are not provided by the county?

8. Does your town have a town police department?

9. Does your town have a Town Justice and Town Court?

10. Does your town provide waste collection and disposal?

11. Is fire protection provided by a volunteer fire department? Professional fire department? Combination of these?

12. Does your town have a planning board? When does it meet and where?

13. What other benefits does your town provide? Water? Sewer?

14. Does your town require and provide for the inspection of buildings?

Village Government in New York State

Village Government

- 554 villages in NYS
- Villages are incorporated by local action
- Villages have an elected board of trustees headed by a mayor
- Some villages also have managers
- When a village is created the area still continues as a portion of the town

Village Officials (see note page 19-T)

- Mayor - elected
- Manager - appointed
- Board of Trustees - elected
- Clerk or Clerk/Treasurer - appointed (in most cases)
- Village Treasurer - appointed
- Village Justice - elected
- Village Attorney - appointed
- Village Assessor - appointed

Village Services (see note page 19-T)

- Ambulance service
- Building, housing, and fire code enforcement
- Courts
- Election supervision
- Fire protection
- Garbage and waste disposal
- Library
- Licensing
- Parks and recreation
- Planning and zoning
- Police protection
- Services for elderly
- Sewer system
- Streets and highways
- Water system

Sample Questions - Village Government:

1. What services does your village provide? Does the town or county provide similar services?

2. When was your village incorporated? Why?

3. Are the names of your town and village different? Do residents think of themselves primarily as members of their town or their village? Why?

4. For additional questions see Sample Questions - Town Government pages 27-T to 28-T.

City Government in New York State *

City Government *

- 62 cities in NYS

- The incorporation of a city by act of the State Legislature may be done if the citizens voluntarily develop a city charter.

- All cities have elective legislative bodies.

- Cities may have a mayor and council, or a council/manager, or a commission (only 3 in NYS) form of government.

- The most common form of city government is the "strong" elected mayor and an elected council. The mayor has extensive appointive powers, can sign or veto proposed ordinances and laws, supervises preparation of the budget, and oversees the administration of the city.

- There is a great range of powers afforded to the position of mayor. The "weak" mayor may have no more than ceremonial power.

- Three cities have an elected commission form of government. The commission is both a legislative body and an executive committee. One of the commissioners may have certain ceremonial duties.

- Nineteen cities have council/managers. The council is the policy-making body. The professional manager is appointed by the council to administer city operations. In some cities the mayor is elected; in other cities the council chooses one of its members to be mayor.

City Officials (see note page 19-T)

- City Council or Commission - elected by wards/districts (some are elected at-large).

- Mayor - elected (some are appointed by the Common Council).
  or
- Manager Administrator - appointed

- City Attorney or Corporation Counsel - appointed

* New York City is a separate section.

- City Clerk - appointed or elected
- City Treasurer or Chamberlain - appointed (usually)
- City Court Judge - elected (except for NYC)
- Assessor - appointed
- Police Chief or Police Commissioner - appointed
- Fire Chief or Fire Commissioner - appointed
- Public Works Director/Engineer/Planner - appointed
- Health Officer - appointed
- Community Development Director - appointed

City Services (see note page 19-T)

- Ambulance service
- Animal control
- Building, housing, and fire code enforcement
- Courts
- Election supervision
- Fire protection
- Garbage and waste disposal
- Library
- Licensing
- Parks and recreation
- Planning and zoning
- Police protection
- Public housing
- Public hospital
- Public schools

- Services for elderly
- Sewer system
- Streets and highways
- Transportation system
- Water system

Sample Questions - City Government:

1. When was your city charter originally approved? When last amended?

2. Is your city government a "weak" mayor-council? Is all power lodged in the council?

3. Is your city government a "strong" mayor-council? Is the mayor the chief executive officer and the council limited to legislative action?

4. Who appoints the city officials? Mayor? Manager? City Council?

5. Can the mayor veto proposed ordinances and local laws?

6. Who controls the budget preparation in your city?

7. Does your city have a commission form of government? Does one of the commissioners exercise certain ceremonial duties?

8. Does your city have a council-manager form of government? Does your city council appoint a council member to act as mayor and preside over the council?

New York City Government

New York City Government

- Manhattan was first chartered in 1686 by the Dutch. In 1867 the State Legislature enacted a new City Charter when the five boroughs, Brooklyn, Bronx, Manhattan, Queens, and Staten Island, were combined into a single city.

- The five boroughs are counties. There are no separate county governments. All laws, regulations, and financial obligations are determined city-wide and apply equally to all residents of each borough.

- The City Council is the municipal legislative body of the City. It consists of the Council President and 45 council members. Besides enacting local laws, including tax and revenue measures, the City Council participates in the Expense and Capital Budget process.

- There are 59 community boards. Each has up to 50 appointed, non-salaried members named by the Borough President, one-half of them are nominated by local City Council members. These Council members are also Board members without vote. The functions of the Boards include a role in land use decisions, submission of capital and expense budget priorities, evaluation and monitoring of the quality and quantity of city services in their districts, and development of plans for the community's improvement.

- The Board of Estimate functions as a Board of Directors of the City. It consists of the Mayor, President of the City Council, and the Comptroller, each with 2 votes, and the five Borough Presidents, each with 1 vote. The Board of Estimate shares with the City Council the power to adopt the City's budgets. The Mayor cannot vote on the proposed budgets.

New York City Officials (see note page 19-T)

- Mayor - elected city-wide
- Comptroller - elected city-wide
- Borough President - elected borough-wide
- District Attorney - elected borough-wide
- Councilmen-at-Large - elected borough-wide
- City Council members - elected by district
- City Commissioners - appointed by mayor

- Community Board Members - appointed by Borough President. One-half are nominated by local City Council member
- Board of Education members - appointed by borough presidents and the mayor
- Community Board of Education Members - elected
- Supreme, Surrogate, and Civil Court Judges - elected
- Criminal and Family Court Judges - appointed by mayor

New York City Services (see note page 19-T)

- Ambulance service
- Animal control
- Building, housing, and fire code enforcement
- Community colleges
- Courts
- Election supervision
- Fire protection
- Garbage and waste disposal
- Health and mental health
- Jails
- Libraries
- Licensing
- Parks and recreation
- Planning and zoning
- Police protection
- Public housing
- Public hospitals
- Public schools
- Services for elderly
- Sewer system
- Social services
- Streets and highways
- Transportation
- Water system

Sample Questions for Students who Reside in NYC - New York City Government:

1. What is the population of New York City? of your Borough?

2. What council district do you live in?

3. Where and when does the City Council meet?

4. How many City Council members can one person vote for?

5. What Community Board District do you live in?

6. Where and when does your Community Board meet?

7. What Community School Board District do you live in?

8. Where and when does your Community School Board meet?

9. Who can vote in a Community School Board election? What makes this election different from other elections?

10. Where is City Hall? Borough Hall?

11. Where can a local resident lodge a complaint about a city service?

Special Purpose Units of Government in New York State

Fire Districts

- 800 or more fire districts in New York State.
- They are special "district corporations" created under town law.
- They can contract debt and require municipalities to levy taxes on their behalf.
- They are governed by 5 elected fire commissioners (one elected each year for a 5-year term).
- Towns have no authority to provide fire protection using town staff, so town boards establish a "fire district" or a "fire protection district" to provide the service. Towns contract with that body for services.
- Fire districts and fire protection districts may cross over town and village lines and even county lines.
- Cities provide fire protection using professional or volunteer forces.

Special Districts

- More than 6,500 special districts in the State.
- They are administrative units established to provide specific improvements or services -- water supply, sewage disposal, street lighting, etc.
- They are established so municipalities can levy taxes and assessments for capital improvements, maintenance, and operation of these services on those who directly receive the benefits.
- Since 1932, creation of special districts with independent boards has been forbidden (a few still remain and are administered by independent boards rather than town officials).

Public Authorities (Public Benefit Corporation)

- Over 450 local public authorities and more than 40 regional or Statewide.
- They are a device used to provide services which might otherwise be provided by local government.
- They are created by the State Legislature for specific purposes (water, sewage, housing, airports, parking, bridges).
- Service areas may overlap county boundaries.
- Regional authorities may encompass several counties (transportation services, for example).
- The Secretary of State, who heads the Department of State, is New York government's advocate for local government through the Division of Local Government and Community Services, and the Office of Fire Protection and Control. Exceptions are where services are provided by public authorities or, in the case of school districts, by the State Education Department.

Sample Questions - Fire Districts, Special Districts and Public Authorities:

1. Are special services (such as water, sewage) paid for by users and residents within the district or paid throughout of town tax levy?

2. Are there any special districts which provide services to your school?

3. Does any Public Authority operate in your town or city?

School Districts in New York State

School Districts

- 755 school districts within the State
- Boundaries do not necessarily coincide with town, city, village, or even county lines.
- Elementary and high school education is provided.
- School Board members are elected by citizens in all districts except New Rochelle, Rensselaer, New York City, and Yonkers. In New York City, they are appointed by the Borough Presidents and the Mayor; in Yonkers, New Rochelle, and Rensselaer they are appointed by the mayor.
- School districts are fiscally independent of cities, towns, or villages in the areas in which they function, except those in New York City, Buffalo, Rochester, Syracuse, and Yonkers.
- Budgets are voted on by citizens of all school districts except in city districts.
- In city districts, except the "Big Five," the budget is approved by the school board. In the "Big Five," the budget is approved by the city council.
- City school districts have statutory operating budget limits. All school districts have statutory debt limits.
- Boards of Cooperative Educational Services (BOCES) were formed by majority vote of constituent school board members and trustees so school districts could pool resources for specialized services such as classes for handicapped students and vocational education courses.

Sample Questions - School Districts:

1. Does your school district overlap county lines? Overlap any village lines? Encompass all or only part of your town? Or city?

2. What school districts are included in your area's Board of Cooperative Educational Services (BOCES)?

3. If yours is a city school district, is the population over 125,000? If so, is your school budget part of the city budget? Does it fall under the city tax limitation?

4. How many members are there on your Board of Education? Are they elected or appointed? When?

5. When does the school board meet and where?

6. Are school budgets voted upon in your district? When?

7. Who may vote on the school budget? Is registration required? If so, how does a person register?

Additional Resources

More information is available from:

League of Women Voters of New York State
817 Broadway
New York, New York 10003 (212) 677-5050

Local League of Women Voters

Clerks to the County Legislative Body
City Clerks
Town Clerks
Village Clerks

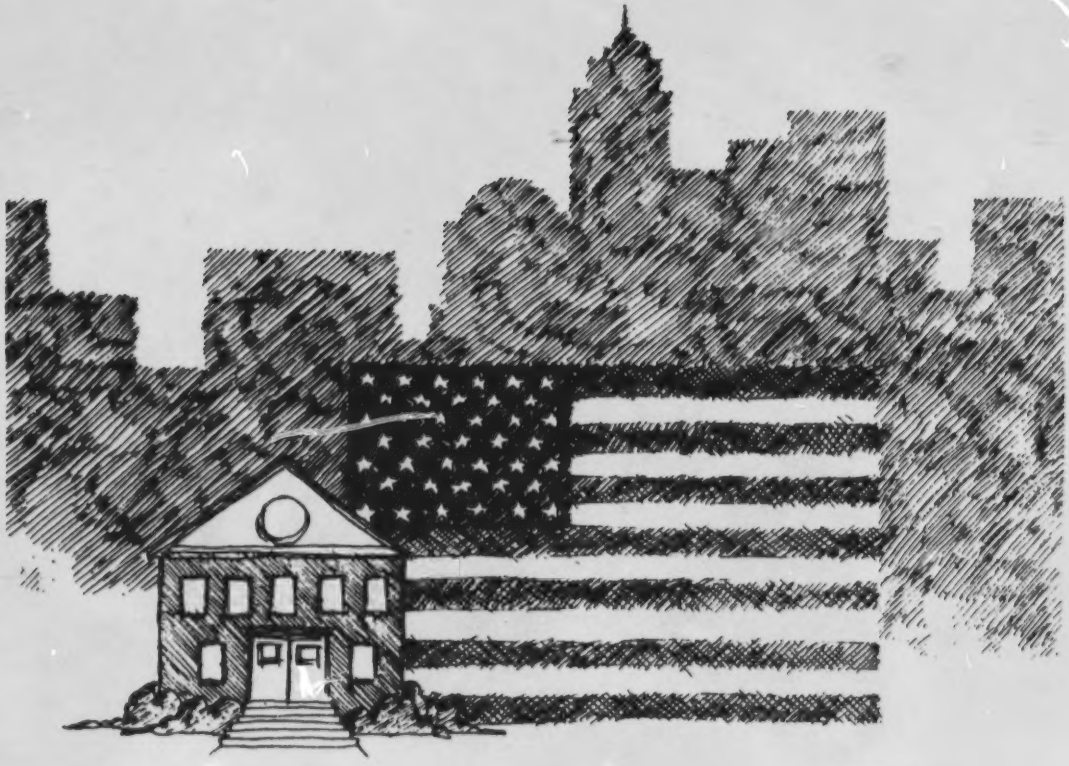
Association of Counties
150 State Street
Albany, New York 12207 (518) 465-1573

Association of Towns
90 State Street
Albany, New York 12207 (518) 465-7933, 465-2015

New York Conference of Mayors and Other Municipal Officials
119 Washington Avenue
Albany, New York 12210 (518) 463-1185

New York State Department of State
162 Washington Avenue
Albany, New York 12231 (518) 474-3642

A Look At
OUR TOWN
Village, City, County Government



Written by Emily C. Neville and
Marianna Pluchino Stout

Illustrated by Michael Malone

SECTION TWO

STUDENT SECTION

(Provide copy for each 4th grade teacher and each 4th grade student)

Prepared by the League of Women Voters of New York State, the New York State Education Department, and the State of New York Department of State.

Published 1982

Power and Leadership

STUDENT BOOKLET 1

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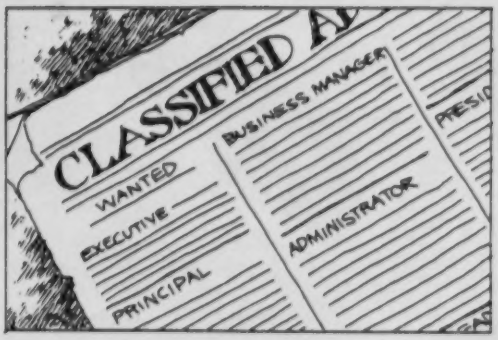
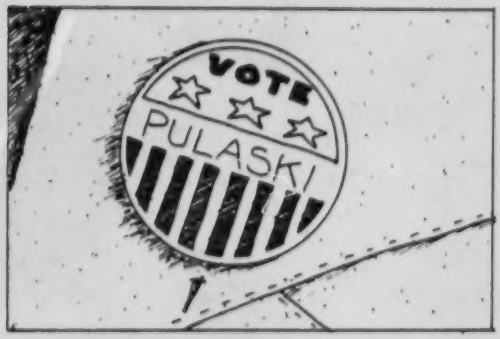
How Do Leaders Happen ?

How can one become a king or queen?

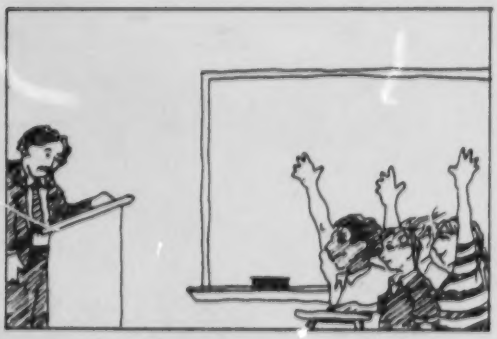


Which leaders are hired?



Which are elected?

Appointed?



Do we have leaders in the classroom? Can you name one who was hired? Appointed? Elected? Have any classroom leaders inherited the title?

Who has power in your home? To do what? Draw a picture which shows who in your home has the . . .

Power to discipline

Power to assign jobs

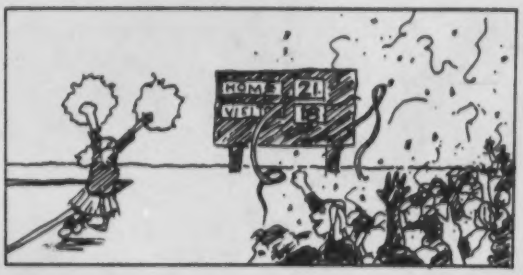
Power to reward

Do It

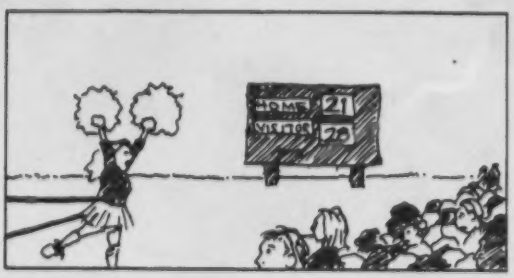
- Look up power in your dictionaries. Look it up in a bigger dictionary. Are there several meanings?

Think About It

- Do events affect a leader's power? What happened at the football game?
- How do local officials get power?
- Who makes laws?
- Why does a police officer have the authority to make an arrest? Because he or she is strong and armed?



Can a leader lead--



--if no one follows?

Who has power in your town, village, city or county?

A Very Short Story

(About Law and Order)

The town of Munsey has an ordinance that says dogs are not allowed to run loose. They must be in a yard or on a leash.

Wags slipped out of his yard and ran away. Sharon didn't know he was gone. Ted chased Wags and caught him and took him home.

"Good!" Ted said. "Now I have a pet. I'll take good care of him and keep him on his leash."

That afternoon Ted took Wags for a walk on his leash. Wags saw Sharon across the street and tried to go to her. Ted held on tight.

Sharon said, "Hey, Wags is my dog - you know that. Let me have him."

"He's my dog now," Ted said. "He ran loose, and that's against the law."

"He's still my dog. Look, he has on the license tag I bought him. Give him back or I'll call the police."

Ted went on walking. Sharon saw a police car and stopped the officer. He got out and looked at Wags and his license. He saw Wags licking and kissing Sharon. The officer told Ted he would have to give Sharon back her dog. He told Sharon if Wags ran loose again and the dog warden caught him, she would have to pay a fine to get him back.

"She ought to pay a fine to me," Ted said. "I caught Wags when he was breaking the law."

"You're not the dog warden," the officer said. "I'm glad you were <u>able</u> to catch Wags, but there is no law that gives you authority to keep him or to collect a fine. When the Town Council passed its leash law, they gave that authority to the dog warden. Look at his truck some day. It says:

DOG WARDEN TOWN OF MUNSEY"

<u>Do It</u>

- Visit the dog warden in your community. What is his salary?
- Is there an animal shelter?
- Who makes the rules for the warden and the shelter?

<u>Think About It</u>

- Does paying a license fee give you ownership of a dog?
- Who pays the dog warden?

Starville

Lora

Bella

Alec

Tina

Jim

Roy

Cast of Characters

Pedro

Bella	Pedro
Alec	Kim
Tina	Matt
Jim	Val
Lora	Sunny
Roy	Stub

Matt

Setting

Kim

STARVILLE is a game you and your class can play. You don't need cards or checkers or a ball. You just need YOU, all of you, and your brains. STARVILLE is a community your class will organize on Planet X 301 somewhere in our galaxy. The community may need leaders. The community must include everyone. There are no throw-away people in Starville. Your spacecraft is just about to land on X 301. Who will get out first?

Stub

Val

Sunny

SCENE I

Bella: Let's line up everyone, to get off the spaceship. Alec and Tina, you're the leaders, just like at school. Jim and Val, you're the tallest, end of the line.

Alec: I don't want to go first.

Tina: Me neither. I'm scared. I want to go with Val.

Jim: What's the big idea, Bella? We're not in school. We don't have to line up. You think there's a big yellow school bus sitting out there?

Bella: This is no time to be funny. Let's line up the way we always do.

Lora: I think Bella's right. I'm getting in line. (She and her partner, Pedro, move near the door.)

Jim: (Crowding up to the door.) Come on, who wants to follow me? I'll get off first and go scouting up in the hills. I bet I find gold and wild animals and a lot of good stuff.

Lora: Who needs gold? We've got to find food and shelter for the night.

Jim: Water, too. I'll find water.

Roy: I'd like to go scouting, too. I'll help you, Jim. But look, some of the kids are scared. Let's just line up quietly the way we always do, so no one panics getting off. Then we'll go explore.

Alec: I'm getting in line with you, Roy. I'm not going first.

Tina: Me neither. I'm going with Val, I already said so.

Roy: Oh, all right, you two. Lora and Pedro, you're next in line, you be the leaders.

Pedro: I've got a watch. It's one minute to five now... Thirty seconds....10, 9, 8, 7, 6, 5, 4, 3, 2, 1...The door's opening! Here we go!

Think About It

- Why are Alec and Tina leaders of their school line?
- Are rules appropriate to one situation, such as school, appropriate to a different situation, such as a spaceship landing?

Do It

- Write the rules for leaving school when the fire alarm rings. Describe the reason for the rules.
- A small group can role-play an emergency (such as a fire in school) without rules.

Think About It

- Is there more than one leader in this scene? Who are they?
- What different personality qualities does each have?
- Which qualities are more important?

50

SCENE II

Setting

Several hours later. It's not quite dark.

Roy: We have to decide what time we're all going to bed. Are we going to keep a fire going? Who's going to get breakfast? Maybe we ought to elect a leader.

Jim: Look, we're all about the same age. I say we're equal. We don't need some leader telling us what to do and making a lot of dumb rules, making decisions.

Bella: A leader isn't supposed to make all the rules or decisions. Like, we just decided to make our camp up here on the hill, near the brook, instead of down near the beach. We talked about it, and everyone agreed, because it's sensible. I think if we elected a leader, the leader would pick people to do different jobs -- get the firewood, water, fix breakfast, maybe one person to keep order in the boys' tent, one in the girls'.

Lora: I nominate Bella. She has good ideas.

Jim: Just because she talks a lot! Look, the brook's right there. Anyone need a drink, he goes to get it. Same for food. In the tent, you go to sleep when you get tired. I'm not going to have some old monitor saying "Now, Jim, quiet time," like we were in kindergarten.

Alec: I'm tired now. Let's all go to bed. I don't want to go alone.

(There's a weird screaming cry in the distance, several cries, then silence.)

Tina: Ooooh! What was that? Someone's out there!

Lora: I'm scared - let's go in the tent.

Think About It

- Should Starville elect a leader now? Why?
- Must a leader be older, stronger, smarter?

Think About It

- If no leader is elected, what might happen?
- What is a leader's role in an emergency?
- How is Starville similar to your own community?

Pedro: The tents are so flimsy. I wish our families were here. Do you think they'll come?

Roy: I think that noise was just an owl or a loon. I've heard them when I was in scout camp. Still, there might be an emergency. I think we ought to elect a leader, so we'd all act together in an emergency.

Pedro: I nominate Roy.

Lora: I nominate Bella.

Jim: I nominate me!

Do It

- List the common problems the children in this new Starville community have to handle.
- Make a chart:

"Starville Community"

Services	Protections

- Have your class choose among the nominated candidates. First have a show of hands, then a paper ballot. Was the result the same?
- Have a run-off election if necessary.
- Find out how your local government officials are chosen (elected, appointed?).

Refer to Teacher's Appendix page 19-T.

SCENE III

Setting

In the election, Bella gets 17 votes, Roy 14, and Jim 5. The weird noise is heard again. Bella assumes leadership.

Bella: I'll appoint Val to be the head of the girls' shelter, and Roy the boys'. Let's all go in and go to sleep.

Think About It

- Why didn't Starville hold a run-off election?

Kim: I pick the place next to the wall.

Matt: I'm next.

Alec: Pedro's poking me. He's taking my place.

Jim: I'm sleeping across the entrance. I'm the guard.

Val: I'll sleep in the middle. Just pick your places and settle down.

Tina: I'm beside you, Val.

Lora: I'm on the other side.

(Sounds of laughing, then yells and fighting come from the boys' shelter.)

Pedro: Hey, that hurt! You're getting it back!

Roy: Cut it out, all of you. Quiet!

Jim: Who says? I say, War! Who's on my side?

Think About It

- If people disagree should they:
  (1) just fight it out?
  (2) let the leader decide?
  (3) make rules, and let the leader decide who obeyed and who broke the rules?

Kim: Me!

Matt: Me too!

Stub: Me too! Charge!

(The fight goes on. Someone is crying.)

Jim: Come on, you guys, let's get out of here! We'll make our own shelter.

(Four boys leave with him. The others go to sleep. Next morning...)

Lora: Val and I want to make a garden. Can we use that flat place down below, Bella?

Bella: Sure, go ahead. Tina and Pedro and Alec, you could help, too.

Jim: Hey, you can't dig there. We staked out a claim there. It's our private property, for our shelter.

Lora: Bella said I could. Me and Tina.

Jim: Run them off, guys. They're stealing our place.

Bella: Now wait. No fighting, till we decide if anyone can own property in Starville.

Think About It

- Suppose Starville decides to allow private property: What rules could they make to divide the land?

Do It

- Identify those branches of your government responsible for making, enforcing, and interpreting local and State laws. Refer to Teacher's Appendix.
- Ask one of the officials about the job by interview or by invitation to your classroom.
- Make a chart of your local government:

Agency Name & Functions	Leader's Name & Job

SCENE IV

Sunny: Hey, look at all these bananas and this big ripe melon! I'm eating this right now!

Pedro: We're supposed to collect for everyone, and bring food back to the camp. Hey, where'd you get that knife?

Sunny: It's mine. I had it in my pocket when...

Pedro: I'll give you a dollar for it.

Sunny: Huh! Where would you find a dollar in Starville?

Pedro: I have one, see? It was in my pocket when...

Sunny: What good is a dollar here? There are no stores. Pedro, do you think we'll ever go back...home?

Bella: (Calling) How about less talk and more action? We're waiting for dinner.

Val: If that Sunny has been eating all the best stuff herself, she ought to be punished.

Sunny: I'm sick of Bella and Val. They're so bossy. I'm not bringing any food to camp -- how'll they like that?

Pedro: You could get punished.

Sunny: How? Anyway, I don't care! I'm leaving --I'm going to find Jim and the other kids.

Pedro: You can't live with them. (He picks up the food collected and goes back to camp.)

(Sunny goes to a square staked off with a rough fence and a sign "Private Property -- Keep Out"! She steps over the fence.)

Think About It

- In a community like Starville, if there is only one knife, should one person be allowed to own it, or should the community own it?

Think About It

- Should the leaders make all the rules?
- How can leaders enforce the rules?
- What is the purpose of punishment?
- Could Bella make rules for her shelter and Jim for his?

Jim: Hey, you can't do that!

Sunny: Can so. (She sits down, takes out her knife, and peels an apple.)

Jim: I might trade you my new sneakers for that knife.

Sunny: I don't need sneakers. If you let me live here, I'll let you use my knife sometimes.

Jim: You can't live here. You're a girl.

Sunny: So. You don't get to use the knife. Only knife in Starville.

Jim: Well...wait a minute. I'll ask the other guys.

Sunny: Don't ask — Just tell them! You're the boss down here, aren't you?

Think About It

- Why do we measure things with money? Why not trade?

Do It

- List some rules of your home or classroom.
- Tell who makes the rules.
- Describe how they are enforced.

SCENE V

Bella: Come on, everyone, let's have a citizens' meeting. We have to decide if anyone can own private property.

Alec: What's a citizen?

Roy: You are. We all are, all of us who live here in Starville.

Jim: Who needs any old rule about private property? Me and Matt and the others built our shelter here, and we own this property. Anyone comes on it can get hurt. See? (He holds up Sunny's knife, point bared.)

Sunny: It's my knife still. I didn't say...

Roy: I have a rule to propose. No one may use a knife to threaten another citizen of Starville. A knife can only be used for the good of all.

Jim: Yeah? Who says?

Bella: All those in favor of Roy's proposed rule, raise your hand. (Counts) Thirty-five. Opposed? One. The rule is passed.

Do It

- Look up "citizen" in the dictionary.

Think About It

- Can you name some duties a citizen has? Some rights?

Do It

- Is there a law in New York State that forbids a person to threaten another with a weapon? Ask your local police officer or town justice. What is the law called? Where is it found?

Jim: Aw, gee, I was only joking.

Roy: From now on, don't joke with a knife.

Stub: Let's get back to this property question. We built our shelter here, and I say we have a right to keep it.

Val: If we make a garden, it could belong to all of us. It could be for all the citizens of Starville.

Matt: I'll propose a rule: A citizen can stake off a piece of private property to build a shelter on. No one else can come on it without permission.

Bella: All in favor of Matt's rule. (Counts) Twenty-four. Opposed? Twelve. O.K., you can keep your place.

Roy: You should put up stakes so everyone will know exactly what's yours.

Sunny: I'll cut stakes for markers. Let's have the knife, Jim.

Lora: I think we should stake out a good piece of land near water for the garden, for everyone. So no one can make that private property.

Bella: Can you make a rule like that?

Lora: I propose a rule that the citizens of Starville can stake out land for public use by everyone.

Bella: Those in favor? Gee, everyone's in favor — unanimous.

Val: I think we should elect one person to be in charge of public land, to take care of it.

Tina: We ought to elect someone to be in charge of safety, too. In case of danger.

Think About It

- Did American Indians in New York State own property? Did tribes claim certain property?
- Why is private property marked and sometimes fenced?

Do It

- Make a list of the public lands in your community and identify their uses.

Roy: I nominate Val to be in charge of public land and Jim to be in charge of public safety.

Bella: All those in favor?

* * *

The Starville play is over, but your class can finish the story. Who would your class elect as Public Land Officer and Public Safety Officer? Should you vote separately for each office? Why? Let students in your class nominate two other Starville people for each office. Then take a vote and record your results. Now the Starville play is finished. Or perhaps it's just beginning. Starville has a local government.

Public Land Officer		Public Safety Officer	
Jim	____	Val	____
____	____	____	____
____	____	____	____

Booklet 1 - Pretest

I. TRUE - FALSE TEST

Citizenship Competency Skills

1. _____ To make a good decision you must be able to tell the difference between facts, opinions, and values.

2. _____ A good citizen must get involved in solving each problem of the community.

3. _____ Students are citizens who can work to promote interest in solving a community problem.

4. _____ Cooperating includes participating politely in a group discussion.

5. _____ There is usually only one right way to solve a problem.

6. _____ It is important to communicate your ideas clearly.

7. _____ The encyclopedia is the best place to look for the names of your local government officials.

Government Knowledge

8. _____ Local government does some important jobs that citizens cannot do by themselves.

9. _____ Laws can be changed.

10. _____ The different levels of government never work together.

11. _____ Sometimes the same service or job is done by more than one part of our local government.

12. _____ Active citizens must sometimes work as leaders and sometimes as followers.

II. ESSAY TEST

1. Explain why it is important that we choose leaders.

2. Explain why it is necessary for a citizen sometimes to act as a leader and sometimes as a follower.

3. Who makes the laws? Are leaders above the law, or must they obey the laws?

Booklet 1 - Posttest

I. TRUE - FALSE TEST

Citizenship Competency Skills

1. _____ To make a good decision you must be able to tell the difference between facts, opinions and values.

2. _____ A good citizen must get involved in solving each problem of the community.

3. _____ Students are citizens who can work to promote interest in solving a community problem.

4. _____ Cooperating includes participating politely in a group discussion.

5. _____ There is usually only one right way to solve a problem.

6. _____ It is important to communicate your ideas clearly.

7. _____ The encyclopedia is the best place to look for the names of your local government officials.

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Problem Finders and Problem Solvers

STUDENT BOOKLET 2

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A Very Short Story

(About Local Government)

Sharon had a new dog and she went to the grocery store to buy dog biscuits. Then she went to the hardware store. She said, "I want to buy a license for my new dog. I want one of those metal tags to put on his collar."

The hardware store clerk said, "We don't sell dog licenses. You have to go to the town clerk."

"I don't know where the town clerk's store is," said Sharon.

"It's not a store. It's an office in the Municipal Building," said the clerk.

Sharon didn't say anything, because she didn't know what the word meant. On the way home she met Ted, and he looked as if he might have been crying.

"What's the matter?" Sharon asked.

"I fell down roller skating," said Ted.

"Do you know where the town clerk is?" Sharon asked. "It's the Munsey Building - something like that."

"No, I don't," said Ted. "I'm going to get a policeman. Mr. Clark has a big hole in his sidewalk, and I fell in it when I was roller skating. I might've broken my leg. He ought to be arrested."

"I don't think they arrest grownups who have holes in their sidewalk," said Sharon.

"They do, too!" said Ted. "They had better! Come on. If you help me find a policeman, I'll ask him where you can find the town clerk."

Think About It

- Is local government confusing?
- Why do you need to understand local government?
- Why do dogs need licenses?
- Have you ever gotten a dog license? (Where and how?)

Do It

- List 4 things for which you can be arrested.
- List 4 things for which you cannot be arrested, but which are still considered a problem to others.

Bikers in Jeopardy

Cast of Characters

Ms. MacGregor	Joe
Peggy	Rose
Laura	Elizabeth
Ron	Tommy

Setting

The play opens just before school is to begin. The girls and boys in Ms. MacGregor's fourth grade class are gathered together talking excitedly about a newspaper article.

Peggy: (Runs and shows newspaper to Ron.) Did you see the picture on the front page?

Ron: Yeah, isn't it awful! Jane got hurt. Boy, that's scary.

Laura: She was delivering newspapers on her paper route after school yesterday. She got hit at that awful corner, you know, where Alpine Drive crosses Forts Ferry Road.

Think About It

- How did the children get their information?
- Is it a reliable source?
- How else might they have collected information about the accident?

Peggy: This is the second kid from our school who's been hit at that intersection. Bobby's bike was totaled there last month.

Laura: We ought to call that spot "Dead Man's Crossing." I'm afraid to ride my bike there ever again. What can we do?

Ron: I don't know. Maybe the class can come up with some ideas. What do you think?

Ms. MacGregor: Girls and boys, may I have your attention: It's time for class to begin. Please take your seats. (Everyone sits down.)

Ron: (He raises his hand and Ms. MacGregor nods.) Ms. MacGregor, did you read this morning's newspaper?

Ms. MacGregor: Yes, I'm sorry Jane was in an accident. I called her parents and they said she has a broken leg and will be out of school for a while.

Peggy: We're all afraid of that corner. Isn't there something we can do so kids won't get hurt there anymore?

Tommy: I think that's a waste of time. There's no problem with that corner. Jane just can't handle her bike when she delivers papers. It's all her fault.

Laura: Not true! Last month Bobby was hit in the same spot and his bike was ruined. Remember? The problem is that intersection.

Tommy: You're crazy!

Ms. MacGregor: There is no need for name calling. How do the rest of you feel about this? Should we try to do something?

Do It

- Cut articles out of local newspapers that relate to local government.
- Categorize the articles as editorial or factual. Make a bulletin board display.

Think About It

- Is it the students' responsibility to get involved in finding a solution?
- Should citizens feel the need to get involved in every issue?
- Can people eliminate risk from every situation?
- Compare how students participated in the discussion.

Class: (All mumble something.) Let's do something. Yeah, let's try. Sure, why not try?

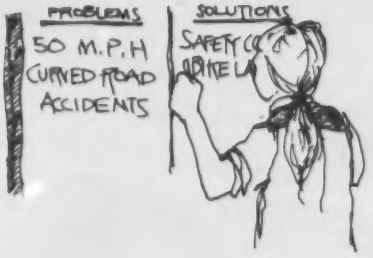
Ms. MacGregor: The first thing we have to do is define the problem -- if there is a problem.

Elizabeth: There sure is a problem. I ride my bike to school everyday and I'm scared every time I come to that corner. I can't see the cars coming because the road curves.

Joe: Yeah, and the speed limit on Forts Ferry Road is 50 mph and cars come racing. (Teacher notes this on the board.)

Ms. MacGregor: Well, I think you are establishing the fact that there is a problem with that intersection. What is the consensus of the group? Do you think there is a problem?

Class: (All mumbling at once.) Yeah, there's a problem. Sure is!



Ms. MacGregor: Can you think of some possible solutions?

Rose: Maybe there should be a stop light. Then cars would have to go slower.

Elizabeth: I want a bike lane to ride in, so I won't have to use the road at all.

Joe: How about having a bike safety class? Maybe then we could learn to protect ourselves.

Ms. MacGregor: Well, you have come up with some good suggestions. Let's investigate each of these possibilities before we decide what we think is the best solution. We'll divide the class into three committees and each will study one of the suggestions and report to the class in one week.

Do It

- Draw a picture of a person in a risky situation. Write a paragraph telling what is unsafe. Organize your thoughts before you write.
- Make a bulletin board display to show the rules for a good discussion.

Think About It

- Are the students giving reasons that support their point of view?
- Can you think of other reasons an intersection might be unsafe?

Do It

- Choose a problem that is important to your class. Explain it. Think of alternative solutions. (Do orally together, or individually in writing.)

SCENE II

Setting

(One week has gone by. The class is assembled to hear the reports of each committee. Ron, Peggy, and Laura are standing in front of the class ready to give their reports.)

Ron: Our committee was supposed to find out about a bicycle safety course to help make us safer bikers. We had to make lots of phone calls to get someone who could help us. We called the PTA and the Town Recreation Center, but they couldn't help us. Finally, we called the Town Police and found out that they have a whole course just ready to go. They said they would come and give us information.

Elizabeth: Do we have to pay them?

Ron: Nope. They do it as volunteers.

Ms. MacGregor: Good work. (Class applauds.) Your committee spent a lot of time looking up names in the phone book and making calls. You have given us some very useful information. Thank you. O.K. Let's hear from Peggy's committee now.

Peggy: We had to find out about a bike lane. Well, first we called somebody in the Department of Transportation and he said those two roads were town roads, not State roads, so they couldn't do anything. He told us to call our Town Highway Department. So we did.

Tommy: What difference does it make if a road is a town road or a State road? They all look the same. How can you tell the difference anyway?

Think About It

- What sources did Ron's committee use to collect its information?
- How did the committee locate the proper people to contact?
- Some community needs are provided by government, some by volunteers. Name some of each.

Do It

- Use the dictionary to define "volunteer" and give an example of some.
- Have two or three community volunteers come in and explain to the class the services they provide.

Ms. MacGregor: You can tell the difference by the type of road sign. The real difference is simply which level of government has the responsibility for taking care of that road. Some roads are State roads, some belong to the county, and some are local.

Joe: And some are private, right?

Ms. MacGregor: Yes, and those must be plowed and repaired by their owners and not the government.

Peggy: Well, anyway, we called the Town Highway Department and they let us talk to the Highway Safety Officer, who is part of the police department. He said they would have to "conduct a survey of the intersection." That means they have to check out the corner to see if there really is a problem.

Rose: We know there's a problem. Don't they care?

Peggy: Yeah, but they have to follow the rules. If they think there's a real danger, they will tell the Town Board and the Town Supervisor about it. They are the ones who have the final say about the whole idea.

Elizabeth: Why would they say no?

Peggy: Well, bike lanes cost money, and they are the ones who decide how to spend the taxpayers' money. I guess if they waste it people won't elect them next time.

Think About It

- Roads are provided by different levels of government through the collection of taxes. Define "tax" using the dictionary.
- Using cash register receipts, show how tax is added to the cost of what we buy.

Do It

- Interview one of your local officials (such as the Chief of Police) about a related issue. Give an oral or written report to the class.
- Invite a Town Board member to class. Discuss an issue of interest to your community.

Think About It

- Why is it necessary for the highway department to prove the need for a bike lane before spending tax money to make one?
- What criteria do they apply when deciding to make a bike lane?
- Who makes up the criteria?

Elizabeth: I'll vote for them.

Tommy: You can't vote. You're too young.

Elizabeth: Well, I can tell other people to vote for them because they make good decisions.

Ms. MacGregor: I think Peggy's committee did an excellent job finding out about the bike lane. You also learned a lot about town government in the meantime. We have one more committee report to hear before we make any decisions. But first let's thank Peggy's committee. (Class applauds.) Laura, you're next.

Laura: We had to find out who is in charge of putting up stop lights. Our neighbor is a Town Board member, so we went over and talked to her. We told her how scared all the kids were to ride through that corner. She was really nice and said she would call the Police Department. They have to find out how many accidents there have been there. If the police think it's a good idea to lower the speed limit they will tell the Town Board. They'll also tell the Town Board what they think about a stop light.

Tommy: Then what happens?

Laura: Then the Town Board and the Town Supervisor have to vote on everything. It might not be too bad to try to get the speed limit lowered, but putting up a stop light would be a hard decision.

Tommy: Why? They don't have to do the work! They just tell the road crews to do it.

Think About It

- Why is it important to organize information?
- What are some ways to organize information?
- Is it important to let members of a group ask questions and get involved in the discussion? Why?
- How can you find out the names of your Town Board members (City, Council member, etc.)?

Do It

- Make a list of your local representatives on the Town Board (Village Board, City Council).

Laura: Well, I guess it's the same reason Peggy's committee found out. If something costs a lot of money, they have to be really sure it's the right solution or else everyone will be mad at them for wasting our money.

Rose: But kids might get killed! The town has to do something!

Ms. MacGregor: You're right. But we can't expect government officials to do something just because a few people ask for it. There has to be a good reason and it has to benefit a reasonable number of people. Otherwise we'd have everyone making decisions and that just wouldn't work. Let's not forget to thank Laura's committee. (Applause.)

Laura: Maybe we could get lots of people interested in helping us.

Ms. MacGregor: That's a fine suggestion. But before we do that you have to decide which suggestion you think is the one that will make the intersection the safest. (Class votes on each proposal.) All those in favor of the bike safety course raise your hand; now, the bike lane; and now, the stop light.

Peggy: The stop light and the bike safety course go the same number of votes. Now what do we do?

Ron: Maybe, we could try for both. The bike safety course is free, remember?

Think About It

- What methods could the class use to reach their decision (rule by dictatorship, rule by majority vote, rule by consensus)?
- Use a decision-making grid.
- Is any one way always best?

Do It

- Discuss the three proposals and have your class use one method of deciding which alternative to follow.
- Try a different method of choosing. Was the result the same?

Joe: Yeah, let's invite a police officer to give the course for the whole school. We're not the only kids who cross those roads.

Class: Good idea! Yeah. Nice!

Laura: Having a stop light put up there is not going to be easy.

Ms. MacGregor: You're right. We're going to have to get a lot of people to agree with us and ask for the stop light. Does anyone have any ideas about how we can do that?

Rose: Let's make lots of signs and put them up all over town telling them about the problem.

Elizabeth: Why don't we go to the next Town Board meeting and have one person from our class stand up and talk to them about our problem.

Tommy: Let's have a "Bike-In."

Ron: A what??

Tommy: You know, like a "sit-in." We'll all get on our bikes and go to the intersection and stand there. Then everyone will notice us and ask about our problem.

Laura: Only the people who happen to drive by will see us.

Peggy: We could call the newspapers before we go.

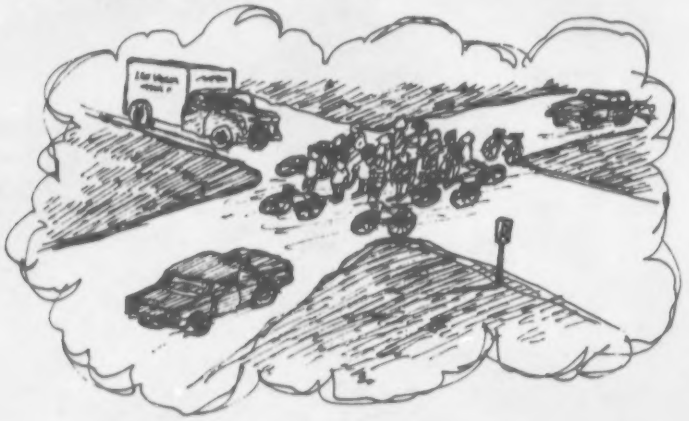
Laura: Let's call the TV station too. Just think, we could all be on the TV news. Then the whole town would know about our problem.

Think About It

- What methods did the class suggest to make the public aware of the problem?
- Why is it important to get the public involved in your problems?
- What other methods could be used to get public support?

Do It

- Draw signs to make the public aware of a problem.
- Write a sample petition that the class might use to get signatures to show public support to the Town Board (City Council, Village Board).



Ms. MacGregor: Girls and boys, hold on. Before we use any of your fantastic suggestions, we'd better give the Police Department a chance to study the intersection and make its report to the Town Board and Town Supervisor.

Ron: And I guess we'd better wait 'til they have a chance to vote. Maybe they'll decide to do something without us making such a racket!

Tommy: Darn, I'd sure like to have that "Bike-In."

Ms. MacGregor: Actually our next step should be to find out when the traffic study will be done. We will want to read a copy of it. Then we could invite a police officer or Town Board member to our class to discuss the report and what it means.

Rose: What do we do after that?

Ms. MacGregor: Then we will find out when the Town Board is going to vote on the recommendations in the report so some members of our class can be at the meeting.

Peggy: Yeah! Then we can really tell them how we feel...

Tommy: ...and warn them about the "Bike-In!"

Class: (Laughs)

Ms. MacGregor: I think this class has learned a lot about the workings of local government. We've done a service to our community by bringing a serious problem to everyone's attention and we'll continue to take an active part in finding a good solution. You are really learning to be active citizens!

Think About It

- Why is it important to let the proper officials review the issue before the class takes action?

Do It

- Choose an issue of importance to your class that is related to local government. Actually work to solve the problem.

Booklet 2 - Pretest

III. FILL IN THE BLANK TEST

Who or What Am I?

Choose the best answer from the choices given below, using each answer once.

1. _____ I am elected by my community to help make laws for our county.
2. _____ I am the money people pay to their community, state, and nation.
3. _____ I am elected in my community to listen to arguments in court to help decide who is right.
4. _____ I offer to do things without being paid or forced.
5. _____ I am in charge of a city government.
6. _____ I am what citizens do on election day.
7. _____ I am the place where people go when they do not agree on something.
8. _____ I am used to locate local government officials.
9. _____ I am what lots of people sign to show the government they want a change.
10. _____ I am a person who takes charge and uses power to get a job done.
11. _____ I am the rules a community makes to improve and maintain good living conditions for its people.

petition	volunteer	vote	* Mayor/Manager
court	laws	phone book	* Legislator/Supervisor
leader	taxes		*Town Justice/Judge

* (Choose one)

IV. MATCHING TEST

Service		Community Job Person
1. _____	Fire protection	a. Highway maintenance worker
2. _____	Snow plowing	b. Recreation worker
3. _____	Reading instruction	c. Volunteer fire fighter
4. _____	Swimming lessons	d. Police officer
5. _____	Law enforcement	e. Teacher

Booklet 2 - Posttest

III. FILL IN THE BLANK TEST

Who or What Am I?

Choose the best answer from the choices given below, using each answer once.

1. _____ I am elected by my community to help make laws for our county.
2. _____ I am the money people pay to their community, state, and nation.
3. _____ I am elected in my community to listen to arguments in court to help decide who is right.
4. _____ I offer to do things without being paid or forced.
5. _____ I am in charge of a city government.
6. _____ I am what citizens do on election day.
7. _____ I am the place where people go when they do not agree on something.
8. _____ I am used to locate local government officials.
9. _____ I am what lots of people sign to show the government they want a change.
10. _____ I am a person who takes charge and uses power to get a job done.
11. _____ I am the rules a community makes to improve and maintain good living conditions for its people.

petition	volunteer	vote	* Mayor/Manager
court	laws	phone book	* Legislator/Supervisor
leader	taxes		* Town Justice/Judge

* (Choose one)

IV. MATCHING TEST

Service		Community Job Person
1. _____	Fire protection	a. Highway maintenance worker
2. _____	Snow plowing	b. Recreation worker
3. _____	Reading instruction	c. Volunteer fire fighter
4. _____	Swimming lessons	d. Police officer
5. _____	Law enforcement	e. Teacher

Cost and Benefit

STUDENT BOOKLET 3

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Hub City

GARAGE
MARKET
LIB
CITY HEALTH CLINIC
OPEN 2-4PM ONLY
WADING POOL
OPEN

Hub City Is In Trouble

1. Can you name the things you see in this picture? Look for facilities that are closed, broken equipment, lack of equipment, dangerous conditions, pollution.

2. What actions are taking place in this picture?

3. Why are the actions taking place?

4. Describe a situation that is based on the same idea presented in this picture.

5. In what way does the message of the picture of Hub City affect you or the people in the picture?

Hub City Zoning

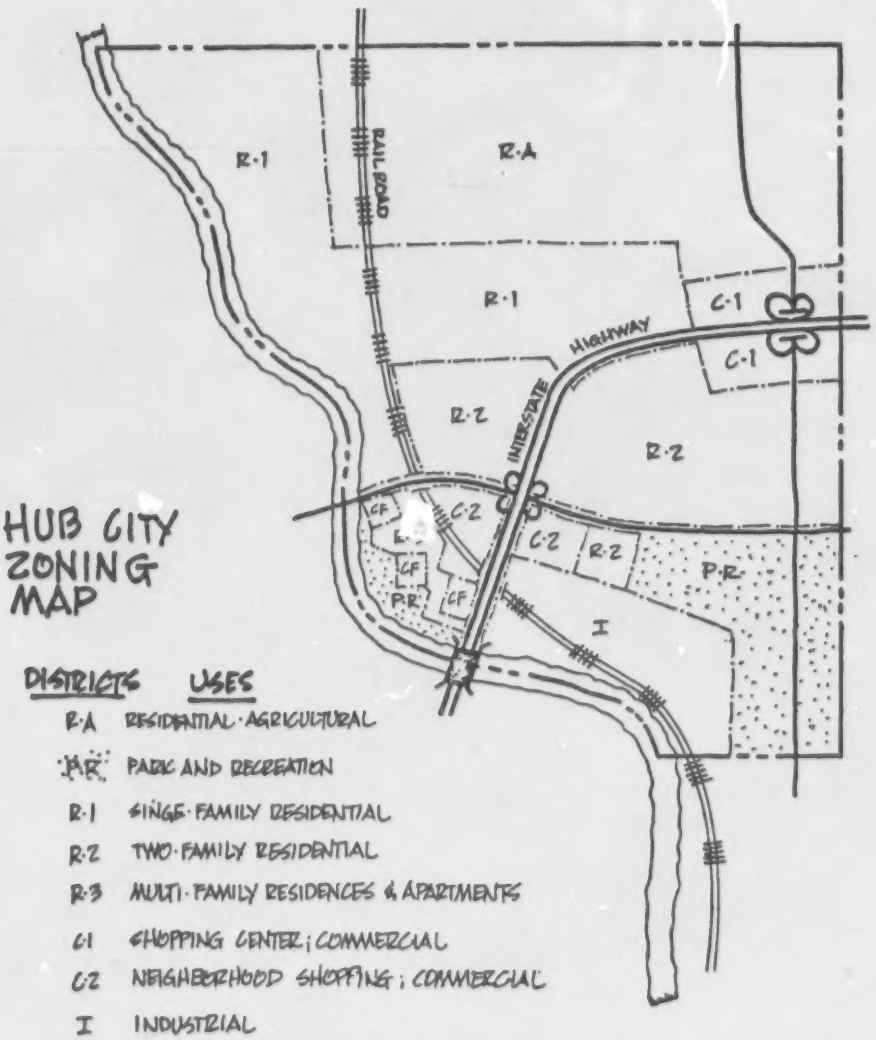
The map shows different ways of using land. Use a different colored crayon for each type of land use:

1. Residential (houses)
2. Industrial (factories)
3. Commercial (shopping centers and neighborhood shopping)
4. Community Facilities (public libraries)
5. Public Use Land (parks and recreation)
6. Agricultural and Residential (farms and houses)

Zoning means that a community has divided itself into "areas" or "zones." These are usually shown on a map. In each area or zone only certain kinds of land uses are allowed. For example, there may be a commercial zone, where only stores or businesses are allowed or, there may be a residential zone where only houses are allowed.

Here is how a zoning map of the whole of Hub City might look. After studying the map, look back at the picture of Hub City on page 2-S. Was it zoned for one purpose only?

Hub City Zoning Map



The Eagles Start Flying

Cast of Characters

Dwayne	Maria	Mr. Tucker
Estelle	Leroy	Mrs. Costello
Art	Officer	

Setting

The Eagles are sitting on a front stoop one hot afternoon.

Dwayne: Wish I had a big ice cream soda. Chocolate.

Estelle: Wish I had a little Italian ice, even. In a paper cup.

Art: I don't want any ice or any soda, either! I want a pair of wings!

Maria: Wings? You some kinda cuckoo bird?

Art: We're s'posed to be Eagles, aren't we? We oughta fly!

Dwayne: Lotsa luck, cluck. I'll settle for the soda.

Estelle: Where would you fly to, huh?

Art: I'm flying to the playground to find a ball game.

Maria: Well, it beats sitting here. C'mon everyone.

Dwayne: Oh, all right. Maybe I'll get lucky and find a quarter somewhere.

Art: Let's run — it feels like flying. (They run to the playground).

Estelle: Aw, gee, broken glass all over the place! No one could play ball here.

Dwayne: Uh-oh! Don't all look at once, but over behind the bleachers -- there's a bunch of the Vampires.

Maria: I bet they're the ones who threw all the glass.

Leroy: They're bad news. They beat up my brother. I'm going home.

Estelle: Wait up — come on with me over to the candy store. Tony's nice, maybe he'll help us.

Art: Maybe he'd lend us a broom to sweep the glass up.

Leroy: Maybe he'd call the cops, that's more like it.

Estelle: Here comes a police car.

Officer: What's the matter, Sis?

Estelle: We want to play ball, but there's broken glass all over. Could we get a broom someplace?

Leroy: What if the guys who threw the glass come back and beat up on us?

Officer: Ask Tony at the candy shop to lend you his sidewalk broom. You've got to promise to bring it back, though.

Art: I promise! I'll go get it.

Officer: Any of you kids go to the church over there on the corner?

Maria: I do.

Leroy: Me, too.

Think About It

- Who pays to support the park?
- Who decides how much to spend for parks?

Do It

- Find out about the police force in your community. Is there a foot police officer? A state trooper?

Officer: They've got some kind of summer park program. You ought to find out about it. Maybe they'd give you a ref, you know, some one to watch out.

Maria: Come on, Leroy, let's go see.

Art: Here, 'Stelle — I got two brooms.

Dwayne: Hey, did anyone bring a ball? I'll run home and get one.

(Two people come by pushing strollers.)

Mr. Tucker: What do you know, the kids are actually sweeping up the mess for a change.

Mrs. Costello: Let's go sit under the tree. The babies can play near the water fountain. At least that doesn't need a lifeguard. The wading pool's closed again.

Mr. Tucker: I think it's the big guys who come here at night that make all the mess. Throw beer bottles and stuff.

Mrs. Costello: I remember when I was a little girl. I got my pocket money picking up empties and returning them for the two-cent deposit. One Fourth of July, I made $1.02. I sure remember that!

Mr. Tucker: I bet if all bottles carried a deposit now, people wouldn't smash them all over the place.

(Dwayne, Leroy, and Maria come back.)

Dwayne: Here's the ball. You got the diamond ready?

Art: Sure enough. Like Yankee Stadium.

Leroy: Hey the Vampires saw all the people here — they left.

Maria: The lady at church said their park guy comes to work at five o'clock. That's pretty soon.

Officer: Batter up! I'll stay for the first inning.

Think About It

- Should the police have arrested some of the Vampires?
- Should there be a law that manufacturers must sell drinks in returnable bottles and offer a deposit? Why? Why not?

Do It

- Let members of your class volunteer to be the characters in this play. Make up a spontaneous playlet to show what happened some other day.
- Make a list of all the public officials and all the private organizations that might help to improve a park.

Problem Solving Costs Money

When the Eagles found glass on their playgound, they borrowed brooms and used "elbow grease" to clean up. But if the park needed a new backstop and bases, or a park attendant to keep order, the local government must raise money. How?

Governments get money from taxes. A tax is a share of a person's income or property which he or she pays to a government. Governments provide residents with goods and services they could not each provide for themselves: highways, schools, police, fire departments.

Each local government makes up a budget, showing the cost of services it will provide. For instance:

> Hub City needs 10 million dollars for its entire budget: roads, police, parks, etc.
> Hub City gets 5 million from state and federal aid payments.
> Hub City gets 3 million from county sales tax.
>
> It needs to raise 2 million dollars to pay its bills. Its assessor tells Hub City that all the property in the city is worth 200 million dollars. If the City sets a tax rate of ten dollars for every $1,000 worth of property, it can collect the 2 million it needs. This will be Hub City's tax levy.

Can you find out how many parcels of property are taxed in your town or city?

Some local governments also get money from sales taxes. How many cents does your county get for every dollar residents spend on non-food purchases? (Note: there are a few counties that have no sales tax.)

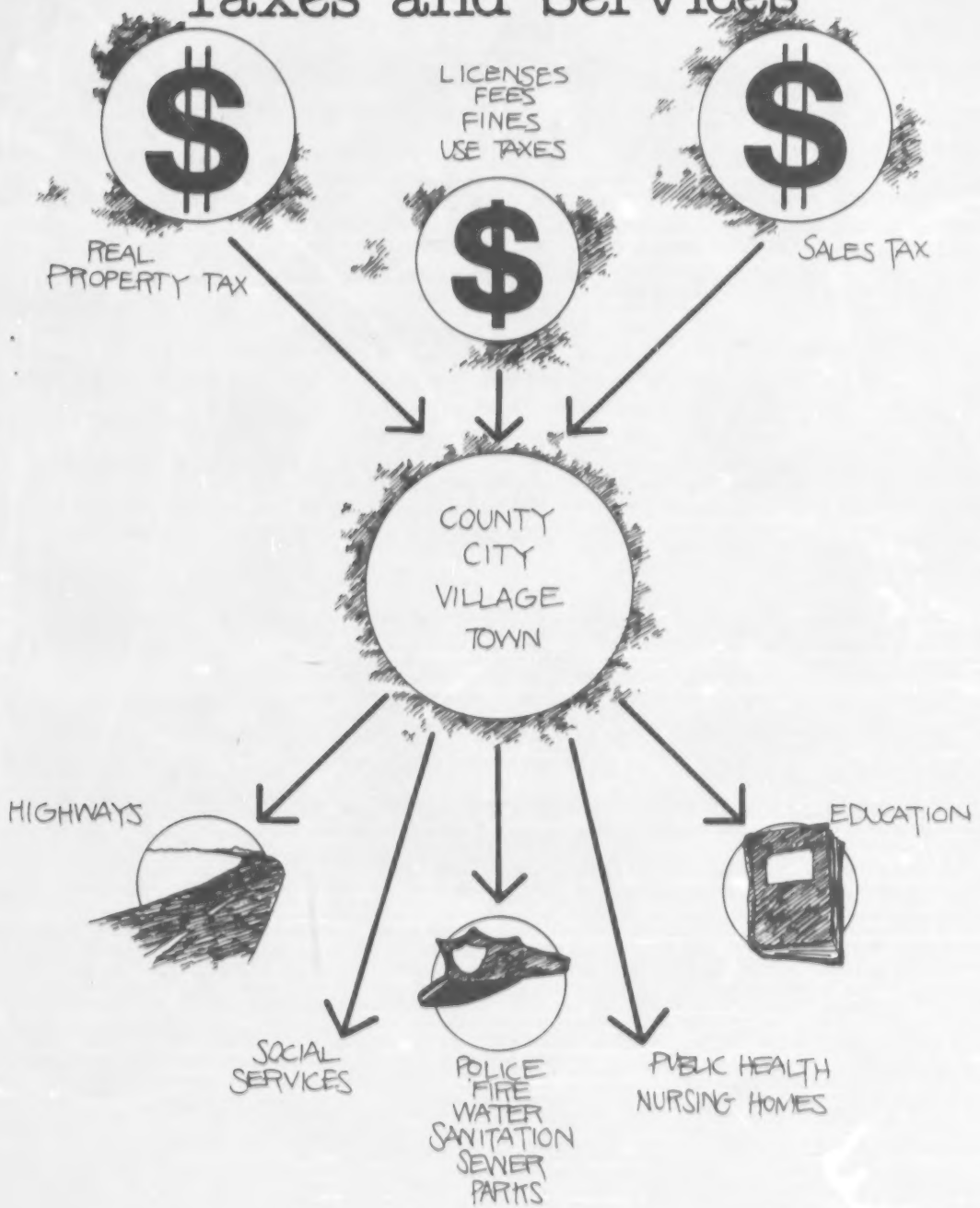
Think About It

- What goods and services are only supplied by governments?
- Which are only provided by individuals for themselves?

Do It

- Find out the tax levy in your town or city. What is the tax rate? What is the total assessed value of property? The total budget? Your Town or City Clerk will help you.
- Find out how much sales tax you pay on a bag of dog food, on a notebook.
- Select an item on the grocery store shelf. How much is the sales tax on that item?

Taxes and Services



Federal and State services and taxes have not been included. Federal and State funds come to local government to pay for numerous services. However, money is not the only answer to problem solving. Sometimes the State lends a hand by providing a service. For instance, the New York Department of State's Division of Local Government sponsors schools for newly elected officials, who may be quite inexperienced as to their duties. Another service is participation in a project such as this local government activity book.

Booklet 3 - Pretest

V. What My Family Pays Taxes On

	Yes	No
1. Gasoline	____	____
2. Recess	____	____
3. Food	____	____
4. Car	____	____
5. Kitten	____	____
6. Parent's salary	____	____
7. Reading a story	____	____
8. Water	____	____
9. Baseball bat	____	____
10. Friends	____	____
11. Dandelions	____	____

VI. What Taxes Pay For

	Yes	No		Yes	No
1. Candy	____	____	7. Police protection	____	____
2. Soda	____	____	8. Yankee Stadium	____	____
3. Teachers' salaries	____	____	9. City hospital	____	
4. School buses	____	____	10. Churches	____	____
5. Army and Navy equipment	____	____	11. Textbooks	____	____
6. Tee shirts	____	____	12. Comic books	____	____

Booklet 3 - Posttest

V. What My Family Pays Taxes On

	Yes	No
1. Gasoline	____	____
2. Recess	____	____
3. Food	____	____
4. Car	____	____
5. Kitten	____	____
6. Parent's salary	____	____
7. Reading a story	____	____
8. Water	____	____
9. Baseball bat	____	____
10. Friends	____	____
11. Dandelions	____	____

VI. What Taxes Pay For

	Yes	No		Yes	No
1. Candy	____	____	7. Police protection	____	____
2. Soda	____	____	8. Yankee Stadium	____	____
3. Teachers' salaries	____	____	9. City hospital	____	____
4. School buses	____	____	10. Churches	____	____
5. Army and Navy equipment	____	____	11. Textbooks	____	____
6. Tee shirts	____	____	12. Comic books	____	____

WHERE TO GO - WHEN YOU WANT TO KNOW

- League of Women Voters
  817 Broadway
  New York, New York 10003

- League of Women Voters in your county, town, or city. Check phone book.

- Municipalities: Check your phone book under:

  T, for Town of Munsey
  V, for Village of Munsey
  M, for Munsey, Town of

  Under this general heading, most information can be obtained from:

  Town Clerk
  Village Clerk
  City Clerk
  County Clerk

- New York State Department of State
  Division of Local Government and Community Services
  162 Washington Avenue
  Albany, New York 12231

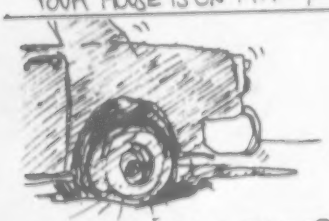
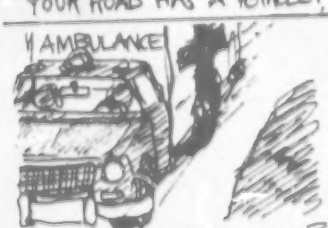
  Fifteen other local officers are located in major cities and large towns. Check your phone book under New York, State of, State Department or State Office Building.

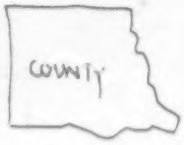
- Association of Towns
  90 State Street
  Albany, New York 12207

- Association of Counties
  150 State Street
  Albany, New York 12207

- New York Conference of Mayors and Other Municipal Officers
  119 Washington Avenue
  Albany, New York 12210

The next three pages contain worksheets for you to complete in school and share at home.

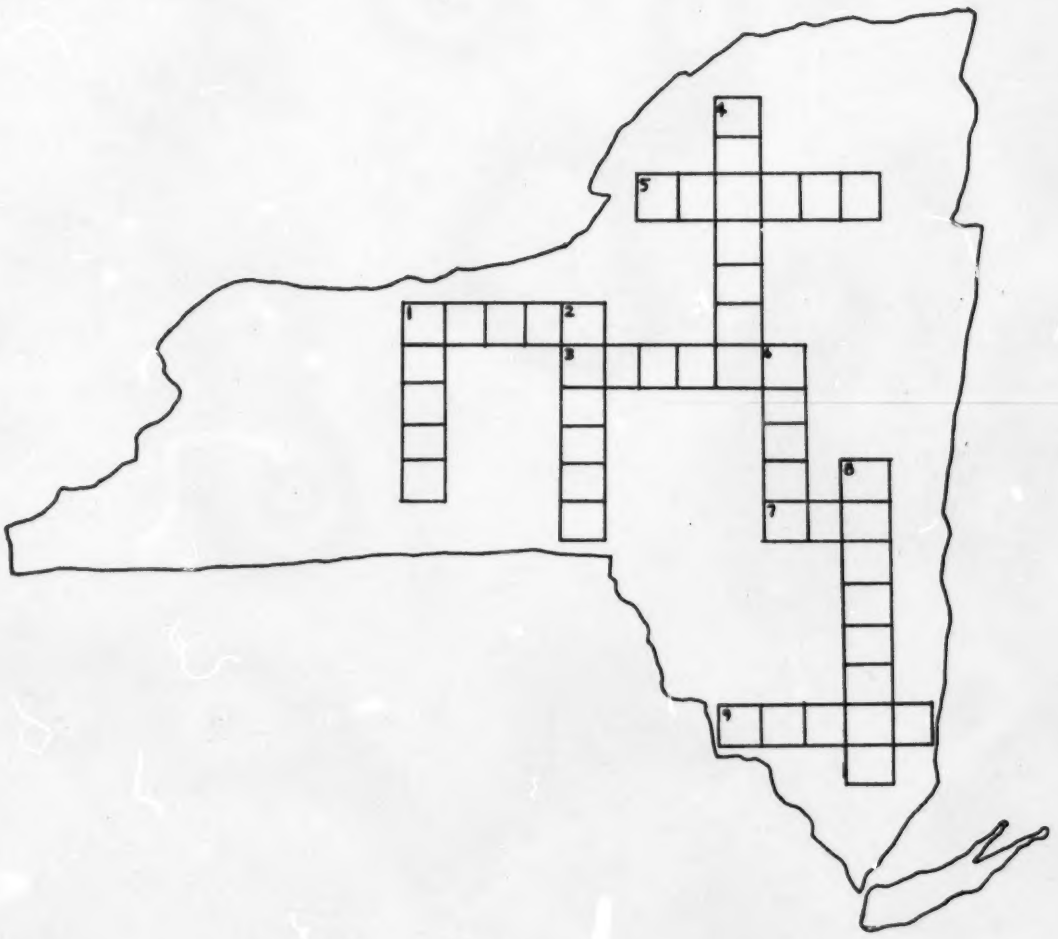
YOUR LOCAL GOVERNMENT SERVICES WHO DO YOU CALL IF :	PERSON OR AGENCY TO CALL	ADDRESS AND PHONE NUMBER	PROVIDED BY: TAXES, VOLUNTEERS, OTHER	PROVIDED BY: STATE, CITY, COUNTY, TOWN, VILLAGE
YOU SEE A MUGGING?				
YOUR HOUSE IS ON FIRE?				
 YOUR ROAD HAS A POTHOLE?				
 YOU NEED AN AMBULANCE?				
YOU WANT TO LEARN TO SWIM?				
YOU WANT TO REGISTER TO VOTE?				

* YOUR STATE AND LOCAL GOVERNMENTS					
CHIEF EXECUTIVE					
LEGISLATIVE BODY AND OFFICIALS					
COURTS AND OFFICIALS					

* FILL IN ONLY YOUR OWN LOCAL GOVERNMENT BODIES AND OFFICIALS. USE ACTUAL NAMES.

Pre/Posttest

V. CROSS WORD PUZZLE



DOWN

1. _____ are collected to pay for government services.
2. Government provides traffic lights for people's _____.
4. A _____ has certain rights and certain responsibilities.
6. The Governor of New York is elected every four _____.
8. The chief executive of the state is the _____.

ACROSS

1. Supervisors are elected to run _____.
3. The city where the laws and plans for the state are made is _____.
5. _____ is one responsibility of a citizen.
7. An example of a service provided by government is _____ plowing.
9. A _____ is elected to run a city.

Albany	Citizen	voting	safety	Mayor
taxes	snow	years	Governor	towns